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ABSTRACT

This handbook outlines the kindergarten course entitled "Myself and Others in My World." A statement of the California philosophy of history-social science education precedes the handbook's three sections. The first two sections present major goals of the program, an overview of social studies content for grades K-6, and a chart of areas of study for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the kindergarten course. Topics covered include self-concept, personal needs, self-awareness, the five senses, map skills, rules, listening skills, cooperation, conflict, jobs, songs and dances, and special occasions. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

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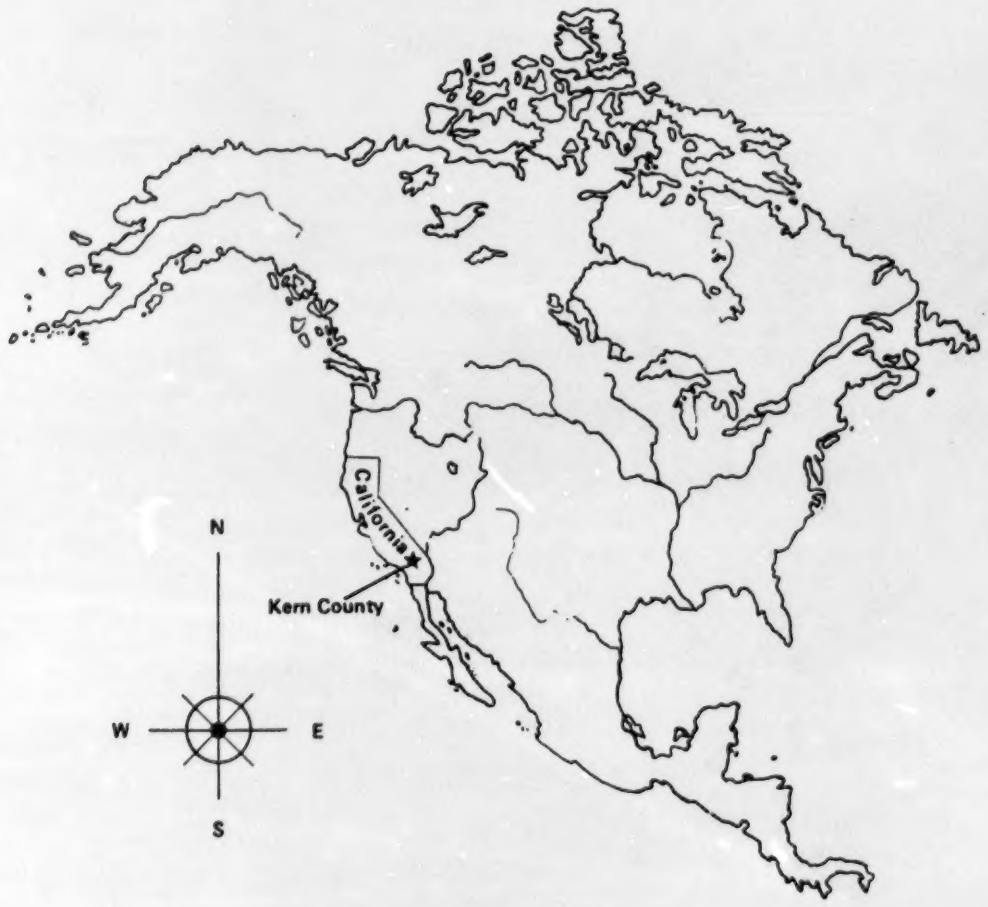
KERN COUNTY SUPERINTENDENT OF SCHOOLS

KINDERGARTEN

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*



*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SP 015 546

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PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

*EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

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*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 5.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

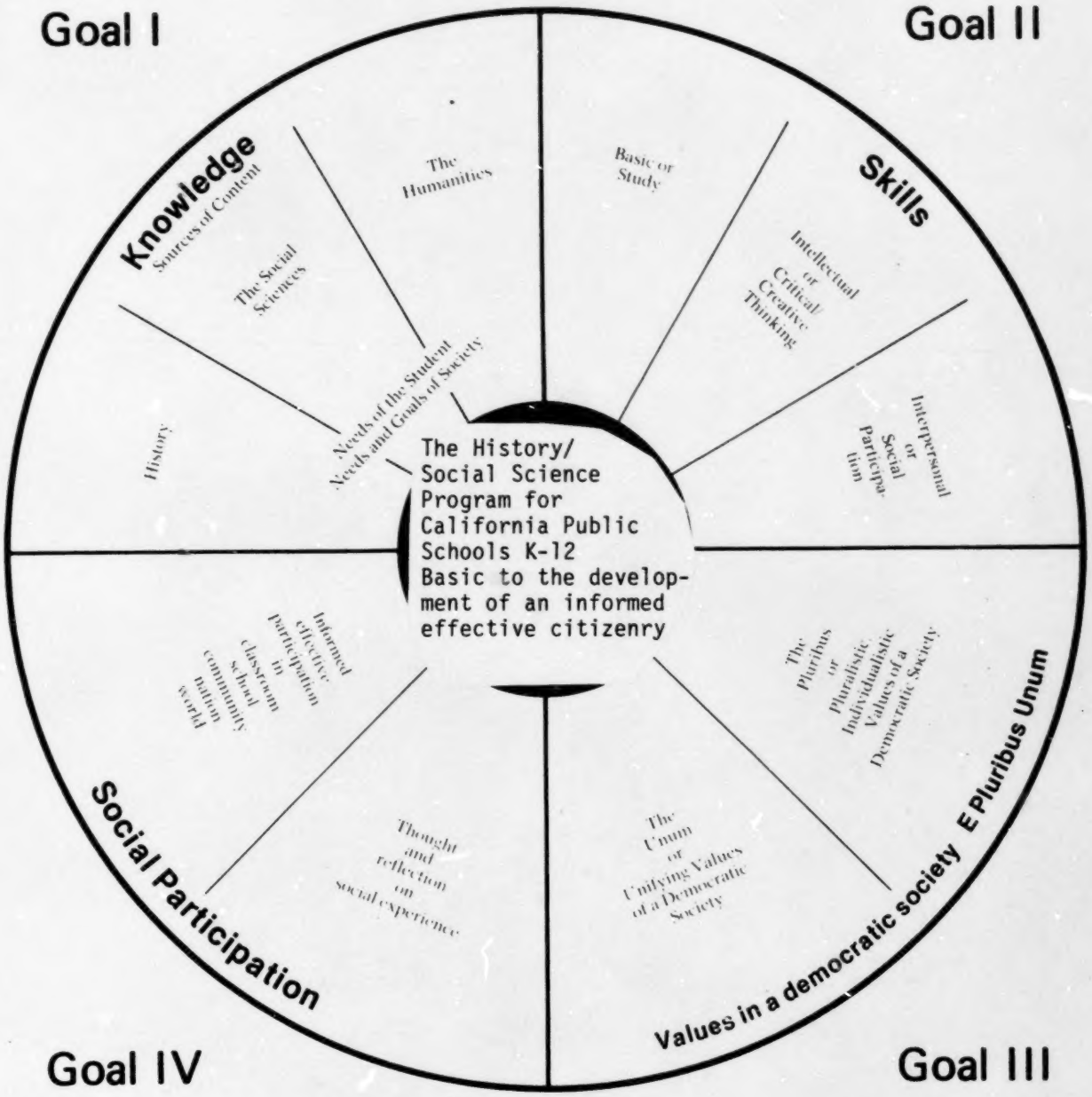
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Needs of the Student
Needs and Goals of Society
Basic or Study
Skills
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
The History/ Social Science Program for California Public Schools K-12 Basic to the development of an informed effective citizenry
Informed effective participation in classroom school community nation world
Social Participation
Thought and reflection on social experience
The Unum or Unifying Values of a Democratic Society
The Pluribus or Pluralistic Individualistic Values of a Democratic Society
E Pluribus Unum
Values in a democratic society
Goal IV
Goal III

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

Grade Level	Major Focus
KINDERGARTEN: Myself And Others In My World	Learning about the physical/social/emotional dimensions of self and others.
GRADE 1: People At Home And At School	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2: People As Members of Groups	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3: People As Members of Communities	Understanding the nature of communities and how people make communities function.
GRADE 4: People of A Region: California	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5: People of A Nation: The United States	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6: Our World, Its Diverse Peoples And Their Societies	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study:
Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

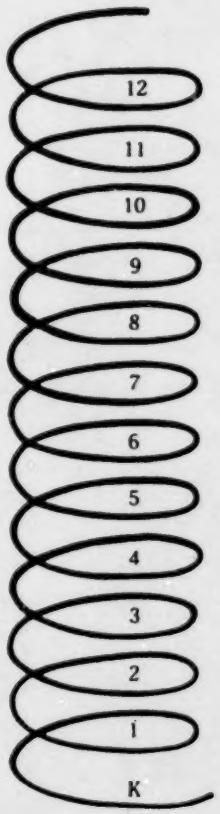
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

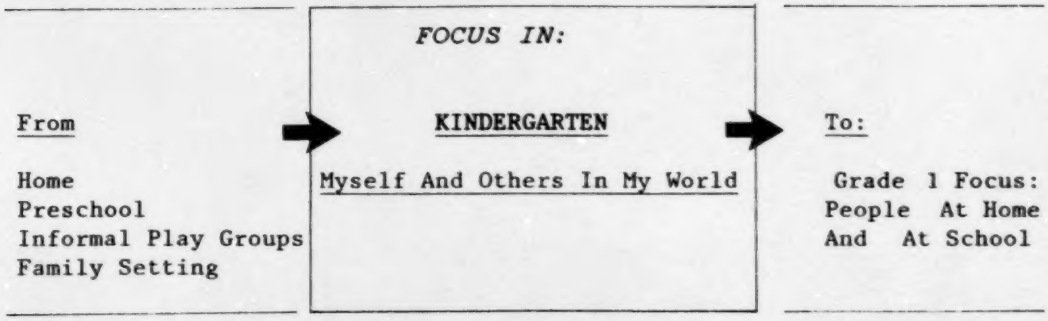
Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

HISTORY-SOCIAL SCIENCE IN KINDERGARTEN

Topics of Instruction, Concepts, Skills
Suggested Learning Activities and Media Resources for Kindergarten



KINDERGARTEN - Myself And Others In My World

Learning about the physical, social and emotional dimensions of self and others is critical to the development of a positive self-concept and an appropriate entry into the history-social science program. Comparisons with other living things may also help students to understand their uniqueness as human beings.

TOPICS OF INSTRUCTION:

1. The uniqueness of me; my similarities and differences.
2. My needs, the needs of others, and how people, including me, grow and change.
3. Self-awareness and the employment of my five senses.
4. Finding my way in my world (map skills).
5. Rules and why we need them.
6. Learning to listen and listening to learn.
7. Cooperation and conflict between friends and classmates through work and play.
8. My parents-their jobs and jobs that I can do.
9. Songs, stories, games, and dances my friends and I like.
10. Special occasions in my life.

CONCEPTS:

The concepts to be introduced and developed in kindergarten flow from or are allied to the topics for instruction. Not only should students in kindergarten be introduced to these concepts, but they should be encouraged to incorporate them into their cognitive understanding and into their working vocabularies.

self/others	share/sharing	work/play
living/non-living	beauty	tools
human being	family	music/dance
growth/change	school	games
like/different	class/classmates	stories
health/safety	words	teacher
feelings	numbers	student
rules	books	principal
cooperation/conflict	friends/friendship	office
respect for other persons respect for property special occasions/ holidays	listening communicating observing learning	the senses (sight smell, taste, touch hearing)

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced, reinforced, and extended. The following list of skills to be empahsized in kindergarten is not exhaustive. It is an illustrative listing, but those skills identified should definitely be emphasized in kindergarten.

A. *Basic or Study Skills: A kindergartener should learn to:*

- Acquire information through listening and observing.
- Follow directions.
- Tell own first/last name, address, telephone number, and parent's names.
- Write own first name correctly; copy own last name.
- Memorize short songs, poems.
- Incorporate into own vocabulary the words/concepts germane to topics of study (see **CONCEPTS** listed above).

B. *Intellectual or Critical/Creative Thinking Skills: A kindergartener should learn to:*

- Compare two or more objects and to describe in his/her own words the similarities and differences of the objects.
- Compare/contrast living and non-living things.
- Tell how/why growth and change occur in self/others.
- Classify or group items by some rational criteria (i. e., size, shape, color, age, etc.)
- Ask appropriate questions.
- Sequence four pictures.
- Distinguish between true/untrue and real/imaginary.
- Predict probable consequences or imagine what could happen.

C. *Interpersonal or Social Participation Skills: A kindergartener should learn to:*

- Take turns.
- Accept responsibility for assigned classroom tasks.
- Respect other persons and their property.
- Show respect for the tools used in the classroom.
- Show increasing sensitivity to the needs of others.
- Join in group activities.
- Take pride in own accomplishments and those of others.
- Take responsibility for her/his own belongings.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced kindergarten teachers to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities are appropriate to the history-social science topics to be studied in kindergarten. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. To help children understand the concept of self, encourage them to:

- Describe their own appearance, skills, responsibilities, and feelings.
- Draw pictures which then are displayed on bulletin board and changed as children "mature". Let students dictate sentences about the pictures.
- Use large butcher paper on which they draw the outline of their bodies. Add other physical features; color the drawings.
- Bring photos from home which show them as babies, toddlers, etc., and talk about their growth and development.

2. To help children recognize own names, let them:

- Learn to print own name correctly by providing each child with a "name card" which he/she can use as a model.
- Use "names" as a theme for a bulletin board and see that each child contributes to it.
- Print name and put it on individual trays, storage boxes, etc.
- Pick out own name from a list containing names of peers.

3. To learn their addresses/telephone numbers:

- Write addresses on large tags or "post cards"; let them practice reading them.
- Make mailboxes to use in the classroom, one for each child. Then notes to go home, special treats, valentines, etc., can be delivered to individual boxes.
- Draw pictures of own home using 12" x 18" paper or make a house using other materials; then use houses to make a community on the bulletin board.
- Prepare a "telephone tag" with correct telephone number for each child.

3. To learn their addresses/telephone numbers: (continued)

- Procure an old dial telephone from a telephone company or use a toy phone to let children practice dialing. Later, let the children dial each other for "conversation".
- Use Project CHOICE unit, The Telephone. Available from the Kern County Superintendent of Schools Office: Career Education. This unit teaches children now to use the telephone correctly and what jobs are important in telephone communication.

4. To recognize the meaning of traffic signs and signals:

- Let children demonstrate their understanding of the meaning of red, yellow, and green by responding to flashing of those colors.
- Role play in classroom and outside areas proper way to cross streets.

5. To develop socially desirable behavior:

- Encourage children to have fun together, share resources, cooperate in use of equipment, etc.
- Participate in group activities by contributing to the task of the group and by acting sometimes as team leader and sometimes as team member.
- Select first one and then another child to be the "special friend" of new students who join the class. Let the "special friend" be responsible for showing the newer student where classroom materials are kept and instruct him/her in their proper use.

6. To learn to respect the feelings of others:

- Talk about the need for rules. Let the children participate in establishing some rules for cooperative classroom living.
- Show concern/affection for peers by working together, helping one another, giving praise to others, taking turns.
- Solve peer problems in positive ways.
- Taking part in group activities.
- Overcoming their own fears.
- Compare/contrast the needs of people, other living things such as classroom pets, bulbs, seeds, plants, etc. Compare/contrast living/non-living things.
- On birthdays have the birthday child select a "waiter" or "waitress" to help serve a healthy snack.

7. To interact confidently with other people in the school environment:

- Provide opportunities for children not only to interact with peers, but with children of different ages as well.

- Learn to know the many people who perform various functions in the school such as principal, nurse, librarian, custodian, resource specialists, other teachers, parent volunteers, etc.
- Encourage children to talk with others who function in the school environment. Learn about the work they do, their names, where they can be found, etc.
- Role play what "significant others" in the school do and discuss why each contributes to the effective functioning of the school.
- Role play/discuss ways of dealing with usual and unusual occurences in the school and/or solving peer problems.
- Use Project CHOICE unit Jobs At School (Stock #151). Available from the Kern County Superintendent of Schools Office: Career Education. This unit helps students understand the effort involved in the operation of a school. It will help them understand the relevancy of school to their own lives.

8. To help children learn to find their way in their world and to introduce them to map/globe or charts/graphs:

- Prepare for, then take tour of school, playground, immediate neighborhood. Help children know what to look for in advance. On return discuss experiences: share information gathered.
- For five senses bring in spices, herbs, perfumes, etc. for children to smell. Use a "feeling" box to develop the sense of touch and concepts of rough/smooth, hard/soft. Bring in foods to taste, both familiar and less familiar. Take children on a walk designed to help them learn to see or hear more in their immediate environment. The children could be asked to look or to listen for specific things, e. g., a wildflower. insect, a bird, etc.
- Make a puzzle by mounting a photo of school building on heavy cardboard and cutting in into large pieces. As the children put the puzzle together, help them identify various features of school building.
- Use large building blocks of other materials to make a floor model of the school, then let the children take turns identifying various features.
- Familiarize children with physical features, equipment in the classroom then let them draw pictures or use blocks to make a model of the classroom.
- Let children describe the manner in which they come to school--by car, bus, walking, riding a bicycle. Review safety rules for all means of transportation.
- Construct a simple graph which will reflect the various ways children usually come to kindergarten. Let each child paste a picture he/she has drawn of own mode of transportation in the appropriate categories.
- The teacher may wish to "Xerox" small pictues of all of the student in class. The pictures then may be used for making many kinds of different kinds of charts and graphs.
- Read aloud and discuss stories about children taking trips of various kinds from going to grocery stores, to grandparents home, to visit local airport, etc.

9. To encourage spontaneity of expression and love of learning:

- See that many kinds of materials are available such as blocks, toys, tools, records and record players, art supplies, fabrics, string, etc.
- Provide places where children can peruse books that are especially interesting to them.
- Provide tools useful for various purposes, e. g., tools used in food preparation such as egg beater, potato masher, juicer, flour sifter, etc. When children have learned to use a tool in the set, let them demonstrate or teach others in class.
- Arrange for class to visit an artisan or ask one to visit class. Let children observe/ask questions/discuss their experiences.
- Encourage dramatic play by providing hats, musical instruments, tools, flower pots, watering cans, etc., that children can use as they imitate everyday occurences in their lives or re-enact experiences on field trips, etc.
- Use Project CHOICE unit Introduction to Painters and Artists. Available from the Kern County Superintendent of Schools Office: Career Education. This unit helps students to become aware of the skills and materials used by people who paint and to appreciate the contributions of artists.

MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

A RHYMING DICTIONARY OF ZOO ANIMALS 6396
MP K-3 10 MIN JOU 1978
A TOUR OF THE ZOO IN SONG AND RHYME. SCIENTIFIC FACT AND FUN ARE INTERWOVEN.

ABOUT MYSELF, SET A 3511
SP K 8 SP 16X18 BOWMAR 1969
PROVIDES OPPORTUNITIES FOR EXPERIENCES TO HELP A CHILD UNDERSTAND HIMSELF AS A UNIQUE PERSON.

ABOUT MYSELF, SET B 3512
SP K 8 SP 16X18 BOWMAR 1969
PROVIDES OPPORTUNITIES FOR EXPERIENCES TO HELP A CHILD BEGIN TO UNDERSTAND FAMILY RELATIONSHIPS.

AUTHORITY 1 - ELEMENTARY (LAW IN A FREE SOCIETY) 5622
FK K-1 4FS,4TC,11M,1BK LAINTY 1977
ONE OF THE SEQUENTIAL KITS IN A CIVIC EDUCATION PROJECT OF THE STATE BAR OF CALIFORNIA. SUITABLE FOR SCHOOL PURCHASE. THIS KIT PRIMARILY FOR INSPECTION AND EVALUATION.

AUTHORITY 2 - ELEMENTARY (LAW IN A FREE SOCIETY) 5626
FK 2-3 4FS,4TC,11M,1BK LAINTY 1977
ONE OF THE SEQUENTIAL KITS IN A CIVIC EDUCATION PROJECT OF THE STATE BAR OF CALIFORNIA. SUITABLE FOR SCHOOL PURCHASE. THIS KIT PRIMARILY FOR INSPECTION AND EVALUATION.

BIG AND LITTLE 3531
MP K 10 MIN NEW 1969
DEALS WITH A CHILD'S INTERPERSONAL RELATIONSHIPS, FOCUSING ON THE CONCEPT OF COMPARATIVE SIZE.

FOLLOWING INSTRUCTIONS GAME 6053
MP K-2 11 MIN HEGGEN 1978
A YOUNG BOY WHO HAS TROUBLE FOLLOWING INSTRUCTIONS GETS HELPFUL SUGGESTIONS FROM A FRIEND ABOUT HOW TO PAY ATTENTION, THINK, ASK QUESTIONS, AND REMEMBER.

GOING TO SCHOOL IS YOUR JOB 7508
MP K-3 16 MIN JOU 1976
COMPARES ROLES OF YOUNG STUDENT AND SCHOOL WITH THOSE OF PARENTS AND COMMUNITY TO SHOW CHILDREN THE IMPORTANCE OF DOING A GOOD JOB OF GOING TO SCHOOL.

HOW DO WE KNOW 5048
MP K 10 MIN NVEP 1968
INTRODUCES THE FIVE SENSES THROUGH SIMPLE EXPERIENCES.

HOW LONG IS A MINUTE 2168
MP K 11 MIN MALIBU 1973
DIVIDES THE SCREEN INTO FIVE SEPARATE IMAGES TO SHOW A PRECISE MINUTE, WITHOUT ANY REFERENCE TO CLOCKS OR SECONDS. REVEALS WHAT CAN BE DONE IN LESS TIME AND WHAT TAKES LONGER.

HOW WILL I GROW 2626
MP 1-5 15 MIN NET 1970
REVEALS CHILDREN'S THOUGHTS ABOUT WHAT IT MEANS TO BE A BOY OR GIRL AND WHAT THEY THINK IT WILL MEAN WHEN THEY GROW UP. SUGGESTS ANSWERS TO QUESTIONS ABOUT BOTH ROLES IN TODAY'S SOCIETY.

I TALK, I THINK, I REASON, SET A 3622
SP K 8 SP 16X18 BOWMAR 1969
PROVIDES OPPORTUNITIES FOR EXPERIENCES THAT WILL ENCOURAGE VERBAL COMMUNICATION.

I TALK, I THINK, I REASON, SET B 3623
SP K 8 SP 16X18 BOWMAR 1969
PROVIDES OPPORTUNITIES FOR EXPERIENCES IN REASONING, INTERPRETING, SATISFYING CURIOSITY, AND UNDERSTANDING.

I TALK, I THINK, I REASON, SET C 3624
SP K 8 SP 16X18 BOWMAR 1969
PROVIDES FURTHER EXPERIENCES IN REASONING, INTERPRETING, SATISFYING CURIOSITY, AND UNDERSTANDING.

I'M MAD AT YOU
MP K-3 9 MIN CF 1974 3915*
EXAMINES FIVE FAMILIAR SITUATIONS WHICH RESULT IN A CHILD BEING ANGRY AT SOMEONE. IN ONE SCENE A TEACHER HELPS A CHILD DEAL WITH HER FEELINGS. IN THE OTHER FOUR, THE ANGER IS LEFT UNRESOLVED.

JAPANESE TWINS LUCKY DAY
SP K 12 SP 11X14 TULE 1964 6129
TWELVE SEQUENTIAL STORY-TELLING PANELS DESIGNED IN TRADITIONAL JAPANESE 'KAMI-SHIBAI' PICTURE-PLAY FORMAT. PANELS HAVE TEXT ON BACK.

JUST ONE ME
MP K-3 9 MIN ACI 1971 1631
A LITTLE BOY WITH AN IMAGINATIVE MIND DAYDREAMS OF BEING A TREE, AN AIRPLANE, A HIGHWAY, AND MANY OTHER THINGS. IN THE END HE REALIZES THAT IT IS BETTER TO JUST BE HIMSELF.

LET'S BE FRIENDS (EMOTIONAL DISTURBANCE)
MP K-4 6 MIN EBEC 1978 7610
HOW A GROUP OF CHILDREN FIND A WAY TO HELP A CLASSMATE WITH AN EMOTIONAL PROBLEM. ANIMATION FORMAT. FROM THE 'LIKE YOU, LIKE ME' SERIES.

LET'S TALK IT OVER (EPILEPSY)
MP K-4 5 MIN EBEC 1978 7611
PRESENTS A STORY ABOUT SANDY, AN EPILEPTIC CHILD WHO IS AFRAID OF TELLING THE OTHER CHILDREN ABOUT HER CONDITION. ANIMATED FORMAT. FROM THE 'LIKE YOU, LIKE ME' SERIES.

LOOK AT YOU - BODY
MP K-3 8 MIN ECI 1972 3865
PARTS OF THE BODY ARE DISCUSSED INDIVIDUALLY AND REPEATED SEVERAL TIMES USING DIFFERENT VISUALS EACH TIME, BOTH ABSTRACT AND REAL.

LOOK AT YOU - HEALTH
MP K-3 13 MIN ECI 1972 3866
HAROLD THE COMPUTER EXPLAINS THE IMPORTANCE OF BRUSHING TEETH, EXERCISE, BATHING, WELL-BALANCED DIET, REST, AND LOVE.

NIGHT BEFORE CHRISTMAS
MP K-3 10 MIN AIMS 1968 7499
AN IMAGINATIVE ANIMATION OF THE CLASSIC CHRISTMAS POEM BY CLEMENT MOORE.

NOISY NANCY NORRIS
VC K 11 MIN MGHT 1966 7921
NANCY'S MOTHER POINTS OUT TO HER THAT THERE IS A TIME AND A PLACE TO BE NOISY AND THAT ONE MUST RESPECT THE RIGHTS OF OTHERS. (SPECIFY TYPE OF VIDEO PLAYER YOU WILL USE.)

NOW I AM BIGGER
MP K 10 MIN BAHR 1975 3053
ORIENTS CHILDREN TO THE IDEA THAT HUMAN AS WELL AS ANIMAL BABIES BEGIN LIFE DEPENDENT UPON OTHERS AND THEN GRADUALLY LEARN TO TAKE CARE OF THEMSELVES.

PUSSYCAT THAT RAN AWAY
MP K 21 MIN BFA 1958 3681
STORY OF TWO BROTHERS AND THEIR LOST CAT. STRESSES VIRTUES OF KINDNESS AND OBEDIENCE.

RED HEN
MP K 10 MIN BAHR 1949 6411
RED HEN STEALS A NEST AND RAISES A FAMILY OF BABY CHICKS. HABITS OF EATING, DUSTING, PROTECTING BABIES SHOWN.

RHYMING DICTIONARY OF THE ZOO ANIMALS
MP K-3 10 MIN JOU 1970 6396
A TOUR OF THE ZOO IN SONG AND RHYME. SCIENTIFIC FACT AND FUN ARE INTERWOVEN.

SEE WHAT I FEEL (VISUAL IMPAIRMENT)
MP K-4 6 MIN EBEC 1978 7613
LAURA, A BLIND GIRL, DESCRIBES THE ADVENTURES SHE HAS DURING A VISIT TO THE ZOO. ANIMATION. FROM THE 'LIKE YOU, LIKE ME' SERIES.

VERY SPECIAL DAY
MP 1-3 19 MIN UWF 1966 6555
STORY OF A YOUNG BOY WHO, ALTHOUGH RIDICULED BY HIS FRIENDS, FEELS OBLIGATED TO HELP A GIRL WHO IS LOST. DESIGNED TO ENCOURAGE DISCUSSION CONCERNING RESPONSIBILITY AND VALUE OF FRIENDSHIP.

WHAT WE DO DAY BY DAY
SP K 12 SP 11X14 NDC 1969 6574
SHOWS DAILY ACTIVITIES OF CHILDREN FROM BRUSHING THEIR TEETH TO PLAYING.

WHEN I GROW UP
MP K-3 6 MIN EBEC 1977 7489
CHILDREN WITH VARIOUS PHYSICAL HANDICAPS COME TO A COSTUME PARTY DRESSED UP AS THE PEOPLE THEY WOULD LIKE TO BE WHEN GROWN. ANIMATED CARTOON FORMAT.

WHY WE HAVE LAWS - SHIVER, GOBBLE AND SNORE
MP K-3 10 MIN LOCA 1970 3023
AN ANIMATED STORY INTRODUCING THE BASIC CONCEPT OF LAWS.

WONDERS IN YOUR OWN BACKYARD (2ND ED)
MP K-3 11 MIN CF 1977 8056
CHILDREN FIND AND OBSERVE CLOSELY CATERPILLARS, SNAILS, GRASSHOPPER, SOW BUG, EARTHWORM, AND INCHWORM.

WORLD AROUND ME, SET A
SP K 9 SP LOOP BILOMIX 1969 3724
PROVIDES OPPORTUNITIES FOR EXPERIENCES TO HELP A CHILD UNDERSTAND HIS ENVIRONMENT THROUGH PHYSICAL INVOLVEMENT.

BEST COPY AVAILABLE

APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues. (h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213 Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

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